DOCUMENT RESUME

ED 216 795 PS 012 881

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TITLE An Addendum to Kindergarten Scheduling: Full Day - Alternate Days or Half Day - Every Day. A Follow-Up Report.
INSTITUTION Lodi School District, WI.
PUB DATE 11 Feb 82
NOTE 16p.; For related document, see ED 201 413.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary School Teachers; *Kindergarten; Primary Education; *Program Effectiveness; *School Schedules; School Visitation; Surveys; Teacher Attitudes; *Time Factors (Learning)
IDENTIFIERS Alternate Day Programs; *Full Day Programs; Half Day Programs; Wisconsin (Lodi)

ABSTRACT

In this second phase of the School District of Lodi study concerning kindergarten scheduling, the question, "What are the long-range effects of the full day/alternate days schedule?" was addressed. In an effort to answer the question, the following took place: (1) the literature was reviewed; (2) teachers from grades 1, 2, and 3 were surveyed to determine how they perceived the school readiness level of children who had attended a full day/alternate days program as compared to the school readiness of children who had attended a half day/every day program; (3) a district which had adopted the full day/alternate days schedule was revisited; and (4) a study of full day/every day scheduling was initiated. Results are discussed. (A current list of districts in Wisconsin with full day/alternate days kindergartens is appended, along with a copy of the survey instrument.) (MP)

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AN ADDENDUM TO

KINDERGARTEN SCHEDULING:

FULL DAY - ALTERNATE DAYS

or

HALF DAY - EVERY DAY

A Follow-Up Report

Presented to the Board of Education of
the School District of Lodi

By
A Committee of Staff and
Administration of the District

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February 11, 1982

PS012881

AN ADDENDUM TO

KINDERGARTEN SCHEDULING:

FULL DAY - ALTERNATE DAYS

or

HALF DAY - EVERY DAY

PRESENTED BY

COMMITTEE:

Alice Hamre ---------- Kndg. Teacher
Mary Jackson --------- Kndg. Teacher
Joan Stone ----------- K-1 Transition Teacher
Karen Brewer --------- 1st Grade Teacher
Sharon Bader --------- 1st Grade Teacher
Liz Hillestad -------- 2nd Grade Teacher
Helen Thompson ------- 2nd Grade Teacher
Mary Prokop ---------- 3rd Grade Teacher
Cindy Heal ----------- 5th Grade Teacher
Donna Peterson ------- Title I Teacher
Betsy Dunne ---------- Music Teacher
Mary Fryman ---------- Reading Specialist
Mary Clark-Stedman --- Guidance Counselor
Joe Slaney ----------- Curriculum Coordinator
Glen E. Schulz ------- Elementary Principal

WRITER:

Glen E. Schulz, Elementary Principal

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Joe Slaney, Curriculum Coordinator

On February 12, 1981, a committee of staff and administration presented a report and recommendation to the Board of Education concerning kindergarten scheduling. The two concepts examined were full day-alternate days and half day-every day schedules. The recommendation of the committee at that time was to retain the current schedule - that is half day-every day. While accepting the recommendation of the committee and approving the continuation of the half day-every day schedule, the Board requested a review of the topic every six months.

The first review was presented to the Board of Education on August 14, 1981. The essence of this update was that there was no new evidence to present.

The purpose of this addendum is to report on the continuation of the study by the committee.

The Question

The original study in Part V: Conclusion states in part, "*As the research was evaluated it soon became apparent that there is absolutely no hard data available that clearly demonstrates a superiority for one schedule over the other.*" The study goes on to point out that no longitudinal studies have been done and the review of studies conducted by other Wisconsin school districts likewise revealed a dearth of conclusive evidence. The recommendation made by the committee was ultimately based on a summary of the information then available.

This very obvious void in data and/or objective information presented the committee with a direction for the continuation of the study. The original study concerned itself with the pros and cons from the perspective of the kindergarten child and the kindergarten program itself. Since there was no conclusive evidence regarding the superiority of one schedule over the other in terms of the impact on the kindergarten child himself, the obvious question seemed to be, "What are the long range effects of the full day-alternate days schedule?" To answer this question the committee determined to once again search the literature for new studies and/or articles and to survey teachers of first, second and third grade children to determine how they perceive the readiness level of children from a full day-alternate days schedule compared to those from a half day-every day program.

In addition, the committee determined to examine the third recognized pattern of kindergarten scheduling which was largely ignored in the original study - namely half day-every day programming.

A Review of the Literature

An ERIC search conducted for us by the Department of Public Instruction on January 18, 1982 indicated that no new studies or articles had been published on the subject since January of 1981 when the original research was completed by the committee. In further checking with the Early Childhood Specialist for the Department of Public Instruction, it was learned that while no new materials had been filed with them either, an interesting phenomenon was occurring in a district which we had visited last year. At the time of our team's visit, the situation had been extremely negative. One year later, the situation seems to have reversed itself. This information led the committee to employ a third aspect to this phase of the study - namely a return visit to the district mentioned.

The review of the literature also produced a current list of the districts in Wisconsin employing a full day form of kindergarten scheduling (see appendix). This

list, updated in February 1982 by Dr. Sue Ann Bates of the Department of Public Instruction reveals that sixteen new districts have been added to the list of districts with full day-alternate days scheduling and no districts have discontinued full day scheduling since the previous list was published in February of 1981. (The list was attached to the first review dated August 10, 1981.) In the twelve months which have elapsed since the original study was presented to the Board of Education, a total of twenty-two districts have begun using a full day schedule and one district has discontinued the practice.

A final and significant note in examining this trend in Wisconsin is that yet another district has been added to the list of districts offering a full day-every day program to their kindergartners. After several years of utilizing a full day-alternate days schedule, this district made the change to full day-every day during the current school year bringing the total number of such programs in Wisconsin to five. While five does not seem like a large number of districts, the number is significant in light of the fact that kindergarten students can only be counted as ½ for purposes of determing enrollment for the state aids formula even if they are in school full days every day!

The Survey

The question of the long range effects of full day-alternate days scheduling on children remained virtually unanswered as a result of the review of the literature. However, the survey of first, second and third grade teachers proved to be much more productive. The committee felt that it was important that the survey instrument give us certain background data about the school and the teacher completing the survey as well as their perceptions of comparisons of students who have experienced full day-alternate days with those who attended half day-every day in order to assure a more accurate interpretation of the data presented. Thus, the instrument was designed to provide information in six basic categories which include information about the present kindergarten program in the district, information about preschool programs available in the community, information about the teacher filling out the survey, information about the teacher's own program, information about primary aged youngsters who have attended full day-alternate days kindergarten, and finally a recommendation or advice to school districts considering full day-alternate days kindergarten. A copy of the survey instrument is included in the appendix. Only sections G and H of Part I pertaining to attitudes toward the full day-alternate days schedule and Part V pertaining to information about primary aged youngsters who have attended full day-alternating day kindergarten will be examined in detail in this report. Further information concerning the results of any of the sub-sections can be obtained from the Elementary Principal.

Part V asking the respondent to "Indicate how students who attended full day-alternating day kindergarten compare to students who attended half day-every day program" is broken down into four parts. Preparation for your grade level, success in your grade level and preparation for the next grade level are each categorized as follows: Academically, Socially, Emotionally and Student Motivation. The fourth part, Need for Special Services is categorized by specific services, namely Title I, EMR, LD and ED. Sub-sections G and H dealing with attitudes compare attitudes of parents, teachers, administrators and school board at the start of the program with their attitudes presently.

Surveys were mailed to first, second or third grade teachers in thirty school districts utilizing a full day-alternate days schedule. An attempt was made to mail surveys to districts where this schedule had been in effect for at least two years but not more than five so that a comparison would be realistic. To date 25 surveys have been returned giving us a broader base of information than was previously available.

Teachers responding to the questions of preparation for your grade level, success in your grade level and preparation for the next grade level indicated that there was either no difference or students from the full day-alternating days program were better prepared academically, socially, emotionally, and in terms of student motivation or interest in school than students whom they had taught from a half day-every day program. There was no indication that students were less prepared. For the most part, teachers indicated that there was little change or a slight decrease in children needing the special services of Title I, EMR, LD and ED. There was no indication of an increase in the need for these services.

The comparison of attitudes at the start of the program and presently permitted responses of three types - positive, indifferent or negative. The question concerned the attitudes of parents, students, teachers, administrators and school board. There was some indication of negative and indifferent attitudes on the parts of all sub-groups at the start of the program, however, the majority indicated that attitudes of all groups were positive. The question of present attitudes indicates an even stronger positive attitude on the part of all involved although miminal negative attitudes were still recorded for all sub-groups.

From the view point of the surveyed first, second and third grade teachers who have taught students from both a half day-every day program and a full day-alternate days program, either there are no differences or the advantages lie with those who have been in a full day-alternate days program.

A District Revisited

The information gleaned from the Department of Public Instruction regarding a reversal in attitudes in a district which we had visited a year ago prompted the committee to schedule a return visit. It was determined that the visiting team should be the same one which made the visit last year.

When the team visited this district a year ago, they found teachers, administrators, parents and children to be totally negative to the concept of full day-alternate days schedule. Children were having a great deal of difficulty adjusting. There were tears, upset stomachs, messed pants, etc. for children, frustrations for teachers and genuine concerns for parents.

This year our team visited the same two teachers and found children who were more happy and relaxed, teachers who were more confident and self assured, and we were told parents who were more satisfied. What made the difference?

Our team discovered several very important facts. During the past summer, the district provided inservice for the teachers with Dr. Bates of the Department of Public Instruction. A change in the alternating day schedule was made so that students attended 2½ days per week. Approximately four hours of aide time was provided each teacher daily. The curriculum was completely revised as a result of the inservice. Expectations of staff and students were adjusted to be more realistic. Better communications were established with the parents. And finally, time is provided for all of the kindergarten teachers to work and plan together.

While these changes have wrought a reversal in general attitudes, there are still problems. These teachers feel strongly that group size should never exceed 20-22 in a full day program and they still deal with problems in continuity, social adjustment etc; and they have new problems in handling money, hot lunch, and so forth.

In summary, the teachers in this district still prefer a half day-every day program. Their second choice would be a full day-every day program. But while the full

day-alternate days program is their third choice, they now feel that it can work and can provide a positive kindergarten experience for children.

Full Day - Every Day?

The question of full day-every day scheduling continues to surface. The committee determined at the outset to examine this schedule more fully. As our study progressed, we noted that another Wisconsin district has adopted this concept. Then the teachers in the district which was visited indicated that they prefer it over the alternate days schedule, and finally, several teachers responding to the survey commented positively on the concept.

At the present time, there is a very strong feeling growing on the part of the entire committee that the full day-every day schedule provides the most promise for the future of kindergarten education. Currently, however, we have not been able to conduct sufficient research on this topic. There are still questions to be answered concerning the physical, social and emotional impact on children as well as the implications of so major a change in the amount of academics presented to a five year old. The committee will continue to study and research this concept.

Summary

The question of kindergarten scheduling - full day-alternate days or half day-every day continues to be studied in the School District of Lodi. In this second phase of the study, the question, "What are the long range effects of the full day-alternate days schedule?" was addressed. In an effort to answer the question, the literature was reviewed, teachers of grades one, two and three were surveyed to determine how they perceive the readiness level of children who have attended the full day-alternate days schedule compared with that of children who have attended a half day-every day program, a district which has adopted the full day-alternate days schedule was revisited and a study of full day-every day scheduling was initiated.

The review of the literature revealed no new studies but produced a revised list of Wisconsin districts utilizing a full day-alternate days schedule which indicated that sixteen districts have been added since the last revision of the list one year ago.

The surveys of the first, second and third grade teachers indicated that from their perspective, children who had attended a full day-alternate days schedule were as well prepared as or better prepared than children who had attended half day-every day programs academically, socially, emotionally and from the standpoint of motivation. And they indicated that the attitudes of students, teachers, parents, administrators and school boards were basically positive once the full day schedule was implemented.

The school district which was revisited demonstrated the importance of teacher inservice, the nature of the schedule for attendance, the availability of teacher aide time, the structure of the curriculum and program, realistic expectations of staff and students, communications with parents and planning time for teachers to the success of a full day-alternate days schedule.

The initial findings of the study of a full day-every day schedule indicate a great potential for this type of scheduling. The study should be pursued.

Although the review of the literature revealed that several more Wisconsin school districts have adopted the full day-alternate days schedule, and the surveys indicated that at least in their schools the long range effects of the full-day-alternate days schedule seem to be as good as and in some cases better than

the effects of half day scheduling, and although the district which was revisited demonstrated that the full day-alternate days schedule can be implemented in a positive atmosphere, yet unanswered is the question of the specific effects of a full day schedule on the kindergarten child himself. To date, there is no data to support the superiority of one schedule over the other. This question of the impact on the kindergarten child must still be answered before we can know what is the best schedule for the children in the School District of Lodi.

The committee has exhausted the professional literature in search of an answer. The professional researchers have not adequately studied the issue. We have examined all of the studies done by other Wisconsin districts. These studies have not concerned themselves specifically with the answers to this question. We have visited full day programs and interviewed their teachers and we have surveyed teachers of succeeding grade levels but none of these have addressed themselves to the question of the impact of a full day program on a five year old with any kind of valid study which produced reliable results.

The committee now believes that the only place in which they can find a reliable answer to this question is here in the School District of Lodi. We believe that a two-year study should be designed with the help of a research consultant. The study should include a wide variety of carefully controlled variables so that valid and reliable data which will give us the answer to the question of the impact on the five year old is produced.

Recommendation

Based on the need for conclusive data, the study committee recommends that the Board of Education direct the committee to implement a two-year study of the impact of a full day kindergarten schedule on the five year old child. The first year of the study (1982-83) will be a half day-every day schedule and will provide the data for the control group. The second year (1983-84) will be a full day-alternate days schedule and will provide the data for the study group.

This research will result in a recommendation for future kindergarten schedules.

APPENDIX

Alphabetical Listing of Full Day Kindergartens

Full Day Kindergartens by CESA Locations

Survey Instrument

FULL-DAY, EVERY DAY KINDERGARTENS

Drummond
Greenwood
Holmen
Stockbridge
*Winter

FULL-DAY, ALTERNATING DAY KINDERGARTENS

Alma Center
*Alma
Almond
Argyle
*Barron
Birchwood
Blackhawk
Black River Falls
*Blair
Bloomington
Boyceville
Bruce
Butternut
Caddott
Campbellsport
Cashton
Cassville
Cedar Grove
*Chetek
Clayton
Clear Lake
Cochran-Fountain City
Crandon
Crivitz-Stephenson
DeSoto
Durand
Elcho
Elk Mound
Flambeau
Florence
Frederic
Gilman
Glidden, Jacobs
Hayward
Highland
*Independence
*Ithaca
*Kickapoo
Kiel
Lake Holcombe
*Laona
Maple
Mellen
Ondossagon, Barksdale
Owen-Withee
*Paris
Pembine-Beecher-Dunbar
Phillips
Plum City
Prairie Farm
Prentice
*Reedsburg
Richland Center
*Salem 7
Seneca
Siren
Solon Springs
South Shore
*Sparta
Stanley
Taylor
*Tomah
Tony-Ingram-Glen Flora
Unity
Wausaukee
Wauzeka
Webster
West Grant
Westby
*Weston
Weyerhauser
*Whitehall
White Lake
*Wrightstown

Added since last list published as noted by committee

Prepared by Sue Ann Bates, February 1982

FULL-DAY KINDERGARTENS
(By CESA Locations)

CESA 1
Butternut
Drummond
Glidden, Jacobs
Hayward
Maple
Mellen
Ondossagon, Barksdale
Solon Springs
South Shore
Winter

CESA 2
Elcho
Flambeau
Phillips
Prentice

CESA 3
Crandon
Crivitz-Stephenson
Florence
Laona
Pembine-Beecher-Dunbar
Wausaukee
White Lake

CESA 4
Barron
Birchwood
Bruce
Chetek
Clayton
Frederic
Prairie Farm
Siren
Tony-Ingram-Glen Flora
Unity
Webster
Weyerhauser

CESA 5
Alma
Boyceville
Durand
Elk Mound
Plum City

CESA 6
Caddott
Gilman
Greenwood
Lake Holcombe
Owen-Withee
Stanley

CESA 7
Almond

CESA 9
Wrightstown

CESA 10
Cedar Grove
Kiel
Stockbridge

CESA 11
Alma Center
Arcadia
Black River Falls
Blair
Cashton
Cochran-Fountain City
DeSoto
Holmen
Independence
Sparta
Taylor
Tomah
Westby
Whitehall

CESA 12
Reedsburg

CESA 13
Campbellsport

CESA 14
Argyle
Belmont
Blackhawk
Bloomington
Cassville
Highland
Ithaca
Kickapoo
Richland Center
Seneca
Wauzeka
West Grant
Weston

CESA 18
Paris
Salem 7

SCHOOL DISTRICT OF LODI
Lodi, Wisconsin

SURVEY OF EFFECTS OF FULL DAY-ALTERNATING DAY KINDERGARTEN ON STUDENTS IN THE PRIMARY GRADES

INSTRUCTIONS: *Please complete this survey by circling the correct response or by supplying the requested information. Please add additional comments that you feel would be of benefit to a school district considering switching from a half day-every day kindergarten program to a full day-alternating day program.*

I. Information about the present Kindergarten program in your district.

A. Yearly schedule

1. Alternating days throughout the school year
2. 2 full days and ½ day each week
3. 2 full days per week
4. 2 days one semester; 3 days the other
5. If your schedule is not listed, please describe your schedule.

B. Daily schedule

1. Length of day

2. Daily or weekly schedule (A copy of the schedule would be appreciated)

C. Part of the year your Kindergarten students attend a full day-alternating day program

1. All year
2. Second semester only
3. 2nd, 3rd & 4th quarters
4. Other (Please describe)

D. Number of years your district has offered a full day-alternating day program.

1. 1st year
2. 2nd year
3. 3rd year
4. 4th year
5. More than 4th year (Please indicate)

E. Reason program was initiated

1. Financial
2. Length of bus ride
3. Provide higher quality programming
4. Other (Please indicate)

F. Inservice provided for Kindergarten staff

1. Yes, inservice was provided (Please describe content and amount of inservice provided)

2. No inservice was provided

G. Attitude at start of program

	Positive	Indifferent	Negative
1. Parents			
2. Teachers			
3. Administrators			
4. School Board			

H. Present attitude

	Positive	Indifferent	Negative
1. Students			
2. Parents			
3. Teachers			
4. Administrators			
5. School Board			

I. Support staff available

1. Aides (Length of time)
2. Special teachers (Art, Music, Physical Education)
3. Special services (Title I, ED, LD, EMR, Counselor)
4. Volunteers
5. Others (Please indicate)

J. Strengths of present Kindergarten program

K. Weaknesses of present Kindergarten program

II. Information about preschool programs available in your community

A. Indicate approximate percentage of students attending formal preschools

1. Headstart
2. Nursery Schools
3. Licensed Day Care Centers
4. Pre-Kindergarten summer school program
5. Title I
6. Other (Please indicate)

B. Informal child care

1. About what percent of your kindergarten students come to school from and/or go to a sitter after school

III. Information about you, the teacher, filling out this survey

A. Your experience

1. Grade presently teaching _____

   Number of years _____

2. Grades taught previously _____ _____ _____

   Number of years _____ _____ _____

B. Your student population

1. Number of years you have worked with students who attended Kindergarten half days-everyday.

2. Number of years you have worked with students who attended Kindergarten full days-alternate days.

3. If you worked with students in both settings, was it in the same district?

   a. Yes

   b. No

IV. Information about your current program

A. Curriculum changes made as a result of full day-alternating day Kindergarten.

B. Schedule changes

C. Support staff changes

D. Other changes (Please indicate)

V. Information about primary aged youngsters who have attended full day-alternating day Kindergarten

A. Indicate how students who attended full day-alternating day Kindergarten compare to students who attended half-day-every day program.

	Better	No difference	Less
1. Preparation for your grade level			
Academically			
Subjective Evaluation			
*Standardized Measure			
Socially			
Emotionally			
Student Motivation (Interest in School)			

*Please indicate measure used

	More	No difference	Less
2. Success in your grade level			
Academically			
Subjective Evaluation			
*Standardized Measure			
Socially			
Emotionally			
Student Motivation (Interest in School)			

*Please indicate measure used

3. Need for special services

	Number of Referrals			Number of Actual Participants		
	Increase	No change	Decrease	Increase	No change	Decrease
Title I						
EMR						
LD						
ED						

4. Preparation for the next grade level

	Better	No difference	Less
Academically			
Subjective Evaluation			
*Standardized Measure			
Socially			
Emotionally			
Student Motivation (Interest in School)			

*Please indicate measure used

VI. Your recommendations or advice to school districts considering full day-alternating day Kindergarten:

Person completing form _____

School District _____

_____Please give me a call as I have more information I would like to share with you

Phone number _____

Time of day I can be reached _____

Thanks for your help.

Please return by Thursday, January 28 using the envelope provided or send to:

Joe Slaney
Curriculum Coordinator
Lodi Elementary School
103 Pleasant St.
Lodi, Wisconsin 53555

Phone Number (608) 592-3851